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ABSTRACT

This paper provides annotations of journal articles and books concerned with reading instruction for English as-a-second-language students. The annotations are arranged into five categories: (1) the need for teaching English as a second language (ESL) to non-English speaking natives with varied backgrounds and wide ranges of ability levels, (2) how the teacher of English should introduce the printed page to the nonnative speaker, (3) the educational goals and objectives with subsequent teaching techniques to motivate readers of English as a second language, (4) advanced readers of English as a second language, and (5) evaluating reading comprehension in the ESL classroom. The paper also contains a summary of the literature. Appendixes include a list of readings for ESL students and a list of eight publishing houses that feature ESL materials. (HOD)

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THE TEACHING OF READING IN THE
ENGLISH-AS-A-SECOND LANGUAGE
CLASSROOM

BY

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INTRODUCTION

STATEMENT OF THE PROBLEM

At the present time, there are about four million limited and non-English speaking students in the United States. In addition, there are approximately ten million students who are sometimes referred to as "traditional students". These are students whose parents speak a language other than English in the home, who are below grade level in school, and who are in regular English classes or "transitional" English classes. (Levenson: 38)

Just as the native speakers of English encompass all ranges of ability levels in terms of their speaking, listening, reading, and writing skills in English, so too do the non-native speakers. According to Levenson, however, there may be an even wider diversity among the non-native learners.

It should be understood that these students enroll in schools in the United States at different grade levels. Some students are born in the U. S. and enroll in kindergarten or first grade, while others arrive from abroad and enroll at all levels of the instructional spectrum. In addition, the students possess varying degrees of proficiency, not only in English, but also in their native tongue. Some students cannot read and write in their first language, while others are very literate. Also, some students are thoroughly imbued with their native culture while others have very limited cultural identity. (Levenson: 39)

PURPOSES AND ORGANIZATION OF THE STUDY

The first section of this study dealt with the need for teaching English as a Second Language (ESL) to non-

natives with their varied backgrounds and wide ranges of ability levels. Most of the research overwhelmingly indicated that the first necessity is to expose the learners to listening and speech first. This is called the audio-lingual or aural-oral approach. Just as most native-born Americans hear and speak English before attempting to read or to write it, so too should the non-native learners follow this pattern, agreed most of the authorities cited in this study.

Once the second-language students have gained some fluency in listening to and speaking English, how should the teacher of English approach the introduction of print? That is to say, how should one teach beginning reading skills to students of English as a Second Language? According to one source, "there is a vast literature dealing with the teaching of reading to native speakers of English. In contrast, the teaching of reading to students for whom English is a new language is a badly neglected area of research and discussion." (Kreidler: 33) If indeed this is a neglected area of English curriculum development, perhaps it is because no one has yet devised a general theory of reading which would

. . . be appropriate to children, adolescents, and adults; to those who have no previous experience in reading any language as well as those who are used to reading from top to bottom, from right to left, or from left to right; to those who are already literate in a language which uses the Latin alphabet, those who read in another alphabetic system, and those who have

learned a nonalphabetic writing system. (Kreidler: 33)

The second section of this study addressed itself to the question of "how should the teacher of English introduce the printed page to the non-native speaker?" Included in this portion were studies involving children, adults, and all non-natives regardless of their ages. Being able to read requires certain physical and mental abilities: "eye movement, visual discrimination, association, and interpretation." (Kreidler: 34) This study made no attempt to include non-native individuals with any visual or auditory impairments.

The third section of this study assumed that the introduction to print had occurred, and had met with some success, and that now subsequent lessons in reading could be planned. The role of the teacher, as he or she set goals and objectives and implemented those plans, was examined. According to David E. Eskey in Robinett's article,

It seems clear that for reading as for all of the higher level language functions, the human mind must be innately programmed, and that the job of the teacher is to activate not to create, the program. Teaching a skill as complex as reading is mainly a matter of getting the student moving in the right direction and providing him with feedback as he develops that skill to the best of this largely innate ability. (Robinett: 364)

The advanced readers of English as a Second Language were the focus of the fourth section of this study. Some of the research dealt with the middle school or junior high reader, while other articles discussed the high school aged

student. It is at these advanced stages that the readers can experience literature most successfully; therefore, a portion of section four included literature study in the English as a Second Language Classroom.

The fifth and final area of this research project concerned assessing competency in reading English as a Second Language. Methods of gauging reading comprehension as well as ways of improving reading comprehension were reviewed.

Within each of the five sections of this paper, the annotations were arranged alphabetically by the author's (or the editor's) last name. If subdivisions were made within a section, the annotations were arranged alphabetically within the subdivisions.

DEFINITION OF TERMS

Allophone -- "one of the variant sounds of a phoneme. For example, the different p sounds in pill, spill, cup are all variants, or allophones of the phoneme /p/. Allophones do not differentiate meaning." (Finocchiario: 182).

Association -- "the mental bond formed between visual marks-- letters and written words--and the speech sounds which they represent, and the meanings which sequences of speech sounds represent." (Kreidler: 34).

Audio-lingual -- "1) a term used to indicate an approach to language learning--first by hearing, then by repeating, 2) listening and speaking. (Another term for audio-lingual is aural-oral)." (Finocchiario: 182).

Bilingualism -- "the state of being able to use two languages with almost equal facility." (Finocchiario: 183).

Cloze test -- "one in which students are to restore words which have been systematically omitted." (Finocchiario: 183).

Extensive Reading -- "the student reads to understand the main idea of a passage." (Haycraft: 117).

"In extensive reading, the approach is similar to that of reading in the native tongue; the student reads, at his (her) own level and pace, directly for meaning." (Paulston and Bruder: 162).

Eye Movement (in reading) -- "refers to the ability to move the eyes in a conventional way--for English, from left to right . . . the more skilled reader's eyes move in bigger sweeps, with shorter pauses." (Kreidler: 34).

Indochinese refugee -- "refers collectively to those different Southeastern Asian people of Vietnam, Laos, and Cambodia who fled their homelands for fear of communistic reprisal and/or persecution." (Alley: 111).

Intensive Reading -- "the student is expected to read short passages and understand everything." (Haycraft: 117).

"In intensive reading, the student's attention is focused through instruction on the linguistic features which enable him (her) to decode the message." (Paulston and Bruder: 162).

Interpretation (in reading) -- "the ability to solve the problem of unlocking meanings by adding together a number of associations." (Kreidler: 34).

Linguistics -- "a science which systematically analyzes and describes a language as it is used by its native speakers." (Finocchiaro: 188).

Morpheme -- "the smallest meaningful unit of language. It may be 'free' (a word such as girl which can stand alone) or 'bound' (the s of girls which indicates plurality but which cannot stand alone." (Finocchiaro: 189).

Phonetics -- "the study of the sounds of speech--the phonemes and the allophones--and the way they are produced, transmitted, and received by the listener." (Finocchiaro: 190).

Psycholinguistics -- "the scientific study of the relationships between linguistic data and psychological processes." (Finocchiaro: 191).

Semantics -- "the study of word meanings and their effects on communication, interaction, and interpersonal relationships." (Finocchiaro: 191).

SQ3R -- "SQ3R, which stands for Survey, Question, Read, Recite and Review, are the five steps to be followed in technical reading." (Paulston and Bruder: 201).

Syntax -- "the arrangement of words in utterances and sentences." (Finocchiaro: 193).

Visual discrimination (in reading)-- "the ability to distinguish one letter from another, one word from another, and the ability to recognize repeated instances of a letter (including capital letter and small letter) as the same, repeated instances of a word or group of words as the same." (Kreidler: 34).

ANNOTATIONS

THE NEED FOR TEACHING ENGLISH AS A SECOND LANGUAGE
TO NON-NATIVES WITH THEIR VARIED BACKGROUNDS
AND WIDE RANGES OF ABILITY LEVELS

Alley, James, "Better Understanding of the Indochinese Students," Education 101:111-115, Winter, 1980.

Alley discussed the problems of the language barrier and the psychological traumas suffered by the Indochinese students. He suggested that teachers keep their instructions simple and short, hold special classes each day for the Indochinese students, teach practical vocabulary words, and encourage the other students to interact with the Indochinese students. Teachers should smile often and attempt to establish a rapport with these students. (Alley focused on the speaking and listening skills, assuming that the Indochinese students had very little English training. The only mention of reading was that of teaching the very practical vocabulary words such as in one's home address.)

Burn, Barbara B., "Commission Report: Education for an Interdependent World : The Bulletin of the National Association of Secondary School Principals 64:50-53, November, 1980.

The President's commission on foreign language and international studies recommended increasing the study of languages in schools. After holding regional hearings, the commission speculated about the future in an even less monolingual America. "Some 30 million Americans speak a language other than English as their first language, or come from homes where English is not the first language. In 23 states a language other than English is the first language of at least 10 percent of the population."

Chamberlain, Pat, and others, "ESL:A Starter Kit," Instructor 90:100-101,106,108, and 110, October, 1980.

The authors recommended first assessing the student's present ability level in English. A Level I student has no skills and needs to learn names of objects and bits of conversational English. A Level II student has a modest amount of conversational skills and therefore needs vocabulary enrichment and drills in word patterning. The Level III student speaks, understands, and even reads English fairly well, but needs help in written skills.

Teaching materials discussed were basal readers for ESL students, realia (real things), pictures, and oral aids, such as tape recorders. Emotional support from the teacher is required for the students to progress. Include the ESL students; give them special attention.

DuBois, Diane M., "Getting Meaning From Print: Four Navajo Students," The Reading Teacher 32:691-696, March, 1979.

A study involving four Navajo students revealed that they thought the purpose of reading was to produce acceptable English grammar. Furthermore, when given two separate stories, one relevant to their culture and one not relevant to their culture, they all understood the relevant story better than they did the irrelevant one.

DuBois concluded that the purposes of reading must be made clear to the learners if we are to achieve literacy. Likewise, readings should be culturally relevant to the ESL student.

(DuBois' findings were based on four elementary school children. One could attempt to generalize her findings and apply them to older ESL students.)

Ebel, Carolyn Williams, "An Update: Teaching Reading to Students of English as a Second Language," The Reading Teacher 33:404-407, January, 1980.

While in the 1940's most of the teaching of reading to ESL students was confined to the college level, today many non-native students are enrolling in grades K-12 and these youngsters may not be as advantaged as the college students were. Furthermore, reading has a central role in ESL programs today because teachers are using reading scores to demonstrate their programs' successes and thereby qualify for federal funds. There is a need for teacher-training materials in the area of teaching reading to non-native students.

Hatch, Evelyn, "Reading a Second Language," in Teaching English as a Second or Foreign Language, pp. 129-144, edited by Marianne Celce-Murcia and Lois McIntosh, Newbury House Publishers, Inc., Rowley, Mass., 1979.

ESL students were found to have varying needs in reading skills: word reading, phrase reading, sentence reading, paragraph reading, and advanced reading. At each level the teacher needed to supply material that was suitable. At the word level, the teacher used a combination of linguistic, whole word, syllable and phonics methods. At the phrase and sentence level, the teacher used massive practice in phrase reading. At the paragraph level, the teacher used the cloze technique. And finally on the advanced reading level, the teacher taught skimming and the SQ3R technique.

In other words, as the teacher diagnosed the level of the student's ability and realized the student's needs, he or she prescribed the appropriate type of reading material.

Katcher, Sylvia, "Why Not English as a First Language?"
The Clearing House 54:120-124, November, 1980.

Katcher pointed out that among some immigrants to America the learning of English does not take a top priority. For example, some Puerto Rican immigrants who are already U. S. citizens and who travel back and forth between Puerto Rico and the U. S., quite often do not feel the need to master the English language, according to this author.

She concluded that the key to educating foreign-born students lies in the attitude of the parents. They should be encouraged to study English themselves, speak it as best they can, and demand ESL programs for their children in the public schools.

Liff, Mark, "Indochinese Refugees--The Newest Americans,"
American Education 16:6-17, April, 1980.

Public schools struggle to prepare Indochinese refugees for life in America while federal funds dwindle and more immigrants arrive. Unlike past immigrants, many of these refugees did not choose to come to the U. S., nor do they possess valuable skills. San Diego, long accustomed to a big non-native population, has a better ESL program when compared to that of Dallas, Texas. For many Indochinese students one of their first tasks is attempting to overcome the psychological traumas they suffered as the war in Vietnam ended and they were forced into refugee camps. Signs of such trauma have been misdiagnosed as retardation or learning disabilities. Since so many of these students have very little if any knowledge of English, the teaching of reading takes a back seat to listening and speaking drills.

Walker, Wanda M., "English as a Second Language: Growing Concern," Thrust for Educational Leadership 7:20-22, May, 1978.

Walker advocated practice and instruction in oral language, followed by reading and writing. Furthermore, she concluded that ESL students needed help in understanding the social and cultural mores of American society. In the future, ESL programs need to be increased so that the students are spending more time in the mastery of the English language. An educational commitment needs to be made in the areas of funding and personnel for the ESL programs to improve.

WORKING WITH BEGINNING READERS OF ENGLISH AS A SECOND LANGUAGE

Children

Durkin, Delores, Teaching Young Children to Read, Allyn and Bacon, Inc., Boston, Mass., 1972, 50-52.

Rather than ask the question, "Is this child ready for reading?" the teacher should ask the question, "Given this child's particular abilities (from his genetic endowment, maturation, experiences, and learnings), what type of instruction can I offer that will make use of them and allow the child to be successful with reading?"

As the new reader becomes ready for various types of reading instruction, the teacher should provide those experiences. The teacher should not simply diagnose a new reader as ready or not ready for reading.

(Although this text was directed at native speakers of English, one could attempt to generalize and apply the author's findings to non-native speakers.)

Mace-Matluck, Betty J., "Order of Acquisition: Same or Different in First- and Second-Language Learning?" The Reading Teacher 32:696-704, March, 1979.

In a study of English-, Cantonese-, Spanish-, Tagalog-, and Ilokano-speakers, the author found that second language students acquired selected structures (such as plurals, possessives, articles, etc.) in a different order than do native speakers. In selecting reading materials, semantic and grammatical complexity may not be appropriate determiners of reading difficulty for ESL students. Prior to reading, the students should have had a wide exposure to hearing the language. Teachers must be alert to differing rates of learning language structures and to possible conflicting cultural interpretations of words or phrases. As experts research language acquisition further, educators should include these findings in their curricular decisions.

(This study was conducted with elementary school students. The author did not apply her findings to any other age group of ESL students.)

Saville-Troike, Muriel, Foundations For Teaching English as a Second Language: Theory and Method for Multi-cultural Education, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1976, 112-118.

Before young students are able to read, they must possess the readiness skills of visual discrimination and auditory discrimination. English language activities can provide these tools. Students should then start learning the sound-symbol relationship (phonics) and then they may begin reading. Older students of English as a second language need to increase their skills and fluency and learn how to get information from books.

If ESL students are fluent in their own languages, start the reading process in their own native tongue. Tape record readings in English to accompany books. Use flash cards and other helpful visual aids to promote reading progress.

Adults

Batchelor, Karen; Wigfield, Jack; and Weiss, Monica, "ESL Adult Literacy--Some Want to Read," in Classroom Practices in Adult ESL, pp. 156-164, edited by Donna Ilyin and Thomas Tragardh, TESOL, Washington, D. C., 1978.

The authors designed six reading exercises to be used by non-native speakers. Each assignment was one page in length. Students put their work into a folder as it was completed, thus making their own reader. The assignments were: 1. form filling, 2. a dialogue, 3. a reading passage, 4. a cloze exercise (filling in blanks), 5. an exercise in opposites, and 6. spelling structure with its relationship to sound and/or the composition of a note to someone. Samples were included in the article.

(The exercises were designed for beginning adult readers; however, one could easily apply them to younger students of English as a Second Language as they were very simple, practical reading-writing assignments.

Craig, Charles, "Teaching Basic Reading Skill," in Classroom Practices in Adult ESL, pp. 151-154, edited by Donna Ilyin and Thomas Tragardh, TESOL, Washington, D. C., 1978.

Craig listed nine points to keep in mind when teaching reading in the ESL classroom: "1. success is important but early success is mandatory, 2. the task can be complex enough for some--don't make it seem even worse, 3. consider the person's background, 4. consider the person's goals and values, 5. respect your students and their past, 6. consider the students' understanding of language, 7. consider the mechanics involved in reading, 8. consider the form in which the material is presented, and 9. individualize your program."

(Craig's book was intended for use with the adult ESL learner, as the title indicates. One could attempt to generalize his suggestions and apply them to the younger ESL learner.)

Ebel, Carolyn W., "Tips on Teaching Reading to Limited English Speakers," in Classroom Practices in Adult ESL, pp. 154-156, edited by Donna Ilyin and Thomas Tragardh, TESOL, Washington, D. C., 1978.

Ebel discussed three weak areas in an ESL student's vocabulary: English names, family and home, and American holidays. She listed "do's" and "don'ts" for teaching reading to ESL students, including: don't teach words out of context, don't dwell on phonics, don't ask them to read aloud alone, don't use basal readers designed for native speakers, do have them read whole sentences or phrases, do watch out for complexity of structure (not just difficulty of vocabulary), and do encourage the selection of reading materials related to the reader's own goals.

(Ebel's article was intended to apply to all beginning readers of English as a Second Language, even though it was collected in this book for adult ESL learners.)

Mattran, Kenneth J., Teaching Adults English as a Second Language: An Introduction for Adult Basic Education Teachers, Avatar Press, Atlanta, Georgia, 1976, 64-68.

Mattran separated his students into literate ESL learners and illiterate ESL learners. Assuming that the person was literate in his/her native language and had a working knowledge of the alphabet, Mattran started their reading and writing instruction immediately. He used visual aids, oral readings, and other pattern drills. The illiterate ESL learners were given only audio-lingual instruction for 75-100 hours before they started the basic decoding skills (sound/letter relationships, spelling, and word attack) which then progressed into actual reading.

(Although Mattran's text was designed for adults, one could generalize his findings and use his techniques with younger ESL students, separating them into literate and illiterate groups and working with them in the manner described here.)

Tragardh, Thomas, "Goal-Oriented Reading," in Classroom Practices in Adult ESL, pp. 164-167, edited by Donna Ilyin and Thomas Tragardh, TESOL, Washington, D. C., 1978.

Tragardh advocated bypassing the sound component of language (automatically speeding up the reading rate), expanding the ability to take in masses of words at one time, and learning how to mark and review material rather than depending on memory.

He urged ESL teachers to teach scanning and previewing instead of word-by-word reading. Each assignment should have a set goal: some materials should be read slowly and carefully while others should be skimmed for a specific fact or two.

(The article was intended for use with adult ESL learners; one could attempt to apply Tragardh's principles to younger students of English as a Second Language.)

Zuck, Louis V., "Phonics and Reading: An Application for Students Who Are Beginning Readers of English as a Second Language," in The Adult Basic Education TESOL Handbook, pp. 154-160, edited by Diana E. Bartley, Collier Macmillan International, Inc., New York, N. Y., 1979.

Zuck pointed out that many of the phonics rules taught to native speakers are not useful, hence these rules often prove very confusing to ESL students. The rules do not always apply, and there are too many exceptions to each rule. Zuck supplied two tables of consonants which could be taught to ESL students. He warned teachers not to think of reading as a letter-by-letter process. Students should be encouraged to guess at words based on semantics, grammar, and these reliable phonics clues. Readers may skip a word or ask a more proficient reader to pronounce the word. Often in English, it is impossible to sound out an unfamiliar word.

(While Zuck's article appeared in an adult ESL handbook, he stated that his findings applied to all beginning readers of English as a Second Language.)

All Non-natives, Regardless of Age

Finocchiaro, Mary, English as a Second Language: From Theory to Practice, Regents Publishing Company, Inc., New York, N. Y., 1974, pp. 77-86.

The author stated that listening and speaking should always precede reading and that the teacher should always read aloud any assignment first before having the non-native students read it. She included many ways of developing reading skills both in the areas of vocabulary and comprehension. She detailed a reading procedure to be followed whereby the teacher guided the reading by pre-teaching the vocabulary words, by reading the material aloud, and by directing relevant questions over the reading. When the students read the material, they did so after the teacher and as a group. Later, they read it silently, that is individually.

Fries, Charles C., "To Read English as a Second Language," in On Teaching English to Speakers of Other Languages, pp. 99-104, edited by Betty Wallace Robinett, TESOL, Washington, D. C., 1967.

Non-native speakers of English must center their attention on two special tasks as they start to read English. First, the pupils must master the writing system of Modern English and understand how that graphic code relates to the sounds of English. This is not an easy task because the sounds and the spellings in English often do not correspond very well. Secondly, the pupils must respond to and supply the signals of the cumulative meanings for the materials they are reading. Reading should not be done as a starting point for oral exercises, rather it should be the final focusing point of a lesson, a cumulative thing. When the pupils read, they need to be able to supply the punctuation, intonation, and stresses which are appropriate to the language. In other words, they need to learn how to read "with expression".

Hall, Robert A., Jr. "Spelling and Sound in English," in Readings on English as a Second Language for Teachers and Teacher-Trainees, pp. 174-188, edited by Kenneth Croft, Winthrop Publishers, Inc., Cambridge, Mass., 1972.

Hall studied English orthography and constructed tables of the sounds (both vowel and consonant) and the various ways in which each sound could be spelled in English. While at first glance, English spellings may seem to be random, Hall warned that even our irregular spellings fall into certain subsets which he labelled "regular irregularities". There are really only a few cases of the "downright irregular" spellings in English, he concluded. In teaching ESL students how to read and spell English, Hall suggested that teachers learn the "regular", "regular irregularities", and the "downright irregularities" of our language.

Kreidler, Charles W., "Reading as Skill, Structure, and Communication," in Classroom Practices in ESL and Bilingual Education, pp. 33-41, edited by Muriel Saville-Troike, TESOL, Washington, D. C., 1979.

Kreidler discussed two of the traditional methods of teaching reading (by words or by phonics, in other words, by morphemes or by phonemes) and he concluded that neither one would work with ESL students because both of these methods build upon past language skills which the native speaker already has but which the non-native speaker does not have. He proposed that ESL students first learn sentence reading, then word reading, and finally narrative reading. By starting with whole sentences, read outloud together as a class, the ESL students gained oral skills of intonation and proper stress patterns while developing their eye-sweep movements.

Lewis, Dorothy, "Preliteracy Activities for Adolescents and Adults," in Teaching English as a Second or Foreign Language, pp. 113-130, edited by Marianne Celce-Murcia and Lois McIntosh, Newbury House Publishers, Inc., Rowley, Mass., 1979.

Outlined were pre-reading learning activities for the ESL student who is at the very beginning stages of English language development. Level I activities were number words and color words. Level II activities were beginning vocabulary lessons based on objects in the classroom. Level III activities utilized more difficult vocabulary words as well as survival reading exercises, such as reading signs, reading personal data forms, and so on. Actual lessons were included in the article.

Thonis, Eleanor Wall, Teaching Reading to Non-English Speakers, Collier Macmillan International, Inc., New York, N. Y., 1978, 270 pp.

Before succeeding in reading, the student must have mastered certain pre-reading items; in short, a good background in oral language is desirable. The introduction to print can be achieved in several ways, the main point being that the reader learn that print is a symbol for the spoken word. Skill in reading comes with practice; the new reader must practice frequently to improve. The ESL student is trying to respond to a written symbol system for which he/she may not have oral language symbols. So in addition to the regular pre-reading items, the author listed 13 other abilities the ESL student should have before trying to read. Some of these included: can she/he listen and speak in English, can she/he use correct word order, can the individual follow directions, and so on. The teacher should evaluate the reader's progress informally and modify the assignments as needed. Thonis did not recommend formal evaluations to a great extent.

EDUCATIONAL GOALS AND OBJECTIVES WITH SUBSEQUENT TEACHING TECHNIQUES TO MOTIVATE READERS OF ENGLISH AS A SECOND LANGUAGE

Allen, Virginia F., "Some TESOL Perspectives on the Teaching of Reading," in Studies in Honor of Albert H. Marckwardt, pp. 15-20, edited by James E. Alatis, TESOL, Washington, D. C., 1972.

Whereas TESOL were once found on university campuses, they are now frequent visitors to public schools, said Allen. There they have helped to instruct native English speakers who were having difficulty in reading English. Because of their ESOL training, the TESOL could understand the problems faced by native speakers. They recognized that in speech words are strung together, in print they are separated; in speech, our intonation and natural pauses aid in understanding, in print there is neither one of these; and in speech, the vowels in unstressed syllables are reduced so that a, an, and the are the schwa sound. To overcome reading problems with both native and non-native speakers, Allen advocated reading aloud while the students followed along in their books. In this way they could match the speech sounds with the printed words.

Dixson, Robert J., Practical Guide to the Teaching of English as a Foreign Language, Regents Publishing Company, Inc., 1975, pp. 77-81.

Dixson detailed an audio-lingual approach in which reading was a secondary feature of the program. After some mastery of speech and listening, the students worked on their reading. This reading practice first took the form of having the teacher read the passage aloud, then having the class discuss the material. Provided that the material was suitable to the students' reading levels, this method of teaching reading was designed to be effective with any age or ability-level ESL student.

Elliott, A. V. P., "The Reading Lesson," in Teaching English as a Second Language, pp. 282-289, edited by Harold B. Allen, McGraw-Hill Book Co., Inc., New York, N. Y., 1965.

The author outlined steps to be used in a reading lesson, suggesting the use of a tape recording of the material or the teacher's reading of the material. Only after non-native speakers have heard the passage, read it together and individually, and have discussed it, should they be called upon to read the material aloud as individuals. The readings must be within the linguistic range of the pupils, so some texts will need to be simplified both in vocabulary and in structure. The students need to learn how to correctly use an English dictionary. If more than one definition for a word is given, they need practice in choosing the correct meaning as it is relevant to the text. The pupils should be given a great deal of practice in reading a wide variety of materials both in and out of class. As they read, they should gain confidence in guessing word meanings by the context.

Haycraft, John, An Introduction to English Language Teaching, Longman Group Ltd., London, England, 1978, 146 pp.

The teachers of English as a Second Language should decide what purpose or what purposes reading will have in the classroom. They should then design assignments based on those purposes. If, for example, the teacher wants to teach vocabulary and idiom, he or she should train the ESL students in the use of the dictionary. If, on the other hand, teachers want to get the students reading faster and with more pleasure, then they should give them easier readers in which they can focus on characters and actions, not words. Haycraft concluded that teachers of English as a Second Language should not confuse literary aims with language aims in the study of reading in a Second Language.

Hayden, Louise, "Dialogs in Action: A Multisensory Approach to Language and Content Learning," Journal of Reading 22:55-60, October, 1978.

As a way of teaching reading and speaking to ESL students, Hayden designed a dialog technique whereby students paired off, listened to a tape recording of the script, then read the script to each other. By using the tape recording, the ESL students were able to hear the correct intonation patterns and could reproduce them when they read. As one partner would speak, the other would write down his/her words, thus practicing correct spelling, punctuation, and handwriting. The dialogs centered around the doing of some physical activity. The students had to really comprehend the language to perform the required activity. Hayden reported that teaming the students helped with their peer relationships. The technique was reported successful with both elementary and high school ESL students. One big feature of the dialog approach is that the students themselves did more of the talking, rather than just listening to the teacher day after day, Hayden maintained.

Hodapp, Timothy, "Video as an Instructional Aid for English-as-a-Second-Language Teaching," Research in the Teaching of English 12:163-168, May, 1978.

Hodapp conducted a study in which an experimental group was shown thirty episodes of a video program, Readalong, while the control group was not. The TV program was designed to teach reading skills to beginning readers and to introduce new vocabulary words which were repeated often throughout the series. Later testing of the two groups revealed that significant gains in vocabulary were made by the experimental group. Hodapp recommended the selective use of such video programs for ESL instruction.

(Hodapp's study was conducted with elementary students in Canada. The program Readalong made use of puppets, animation, and music. Whether such a program would need to be adapted and how it might be adapted for older ESL students, Hodapp did not comment.)

Lado, Robert, "Why Not Start Reading Earlier?" in Viewpoints on English as a Second Language, pp. 8-17, edited by Marina Burt, Heidi Dulay and Mary Finocchiaro, Regents Publishing Co., Inc., New York, N. Y., 1977.

Although anti-graphic preconceptions abound in the teaching of English as a Second Language, Lado argued for the early inclusion of reading in the ESL classroom.

Reading is much like listening, except that it is silent, Lado explained. "The negative effect of exposure to the written form has been exaggerated, at least when the auditory form is presented simultaneously," he concluded.

Levenson, Stanley, "Teaching Reading and Writing to Limited and Non-English Speakers in Secondary School," The English Journal 68:38-43, November, 1979.

A "Language Experience Approach" was outlined as a tool for teaching reading and writing to ESL students. The students first expressed themselves in some art form, then they told about their artwork (using their dominant language). The teacher taped or wrote down their stories which were then bound together and published as a class book. This method allowed for individualizing, independence, and language learning.

(While Levenson did not dwell upon this in his article, his technique presupposes that there will be a teacher or a teacher's aide who will be able to understand each child's dominant language. In the case of Spanish that may not pose a problem, but in some other languages such a bilingual teacher or aide may not be available.)

Long, Roberta, "The Reschooling of a Reading Teacher," The Reading Teacher 32:818-822, April, 1979.

Teaching over 200 children from at least 25 different countries at the Anglo-American School in Moscow led Long to form the following conclusion: reading, a thinking process, will improve when more concrete language experiences are provided.

Instead of four days of language study and drills and one day of activities, Long changed her program so that all five days of the week were activity days. Reading skills were not neglected but were taught in a meaningful context. The students dictated stories and made picture books based upon their language experiences. Other activities were included in the article.

(Long's experiences involved younger ESL students, but one could attempt to generalize her findings and try language experience activities with older ESL students.)

Norris, William E., "Advanced Reading: Goals, Techniques, Procedures," in Readings on English as a Second Language for Teachers and Teacher-Trainees, pp. 188-209, edited by Kenneth Croft, Winthrop Publishers, Inc., Cambridge, Mass., 1972.

Norris discounted the teaching of literary appreciation as a goal in ESL reading, stating that the primary goal of most non-natives and natives alike is information not enjoyment. He outlined five areas of skill development: "speed of recognition and comprehension, vocabulary recognition and comprehension, sentence structure and sentence comprehension, paragraph structure and paragraph comprehension, and comprehension of the complete section." In each of these five areas, he detailed well-known teaching techniques: matching, multiple choice, true/false, same/different, filling in blanks, rearrangement, transformation, summary, outline, and paraphrase. He concluded with classroom procedures in intensive reading as opposed to out-of-class extensive reading procedures.

Paulston, Christina Bratt, and Bruder, Mary Newton, Teaching English as a Second Language: Techniques and Procedures, Winthrop Publishers, Inc., Cambridge, Mass., 1976, 255 pp.

The authors, Paulston and Bruder, stated in their chapters on reading that reading materials should be selected on the basis of dialect, slang, student interest, and reading level. Teachers were to use the cloze test procedure to determine readability levels. Samples of reading lessons in the ESL classroom were provided. Distinctions were made between intensive and extensive reading. They advocated training the students in the use of the SQ3R reading technique.

Rivers, Wilga R., and Temperley, Mary S., A Practical Guide to the Teaching of English as a Second or Foreign Language, Oxford University Press, New York, N. Y., 1978, 187-262.

The authors discussed objectives for reading: for information, of informal material, direct reading of all kinds of material, literary analysis, and translation of texts. They outlined six stages of reading development: the introduction of reading, familiarization, acquiring reading techniques, practice in reading, expansion, and autonomy. Any reading lesson should be composed of: selection of suitable material, preparation by the teacher, introduction of the material to the students, reading of the material, class discussion, application of the reading as it is integrated with other language skills.

(The discussion did not seem to differ all that much from teaching English to native speakers.)

WORKING WITH ADVANCED READERS OF ENGLISH
AS A SECOND LANGUAGE

Junior High and High School Readers

Gaskill, William H., "The Teaching of Intermediate Reading in the ESL Classroom," in Teaching English as a Second or Foreign Language, pp. 144-154, edited by Marianne Celce-Murcia and Lois McIntosh, Newbury House Publishers, Inc., Rowley, Mass., 1979.

The field of teaching reading to non-native speakers is in need of suitable materials, according to Gaskill. Because of the varied nature of students' abilities and needs, programmed, self-paced materials which integrate and re-cycle reading skills and vocabulary and which include a large range of graded reading selections on a large scale of topics are in order.

One hour of reading instruction per day is not enough for the ESL students. A reading program should be established which consists of a closely coordinated program of reading skills and actual reading.

Gorman, Thomas P., "Teaching Reading at the Advanced Level," in Teaching English as a Second or Foreign Language, pp. 154-162, edited by Marianne Celce-Murcia and Lois McIntosh, Newbury House Publishers, Inc., Rowley, Mass., 1979.

While fast readers were not always the best readers, research supported the premise that readers who read much too slowly did not comprehend what they had read. On the whole, ESL students needed to speed up their reading rates. In certain instances, they could read more slowly, looking for specific details. The key seemed to be flexibility in the rate of reading. The ESL students needed to change their reading rates to improve their reading comprehension.

Morris, Joyce, Barriers to Successful Reading for Second-Language Students at the Secondary Level, Educational Resources Information Center, Ed 025 744, a paper presented at the TESOL Convention, San Antonio, Texas, September, 1968, 6 p.

While surveys established that ESL students could achieve at grade level in the primary grades, starting with the junior high level and continuing through high school, their reading ability levels took downward spirals. Beyond the primary grades students are required to learn more complex materials at a faster rate and at this point also reading instruction usually stops.

Morris concluded that advanced reading instruction is needed so that students at the intermediate and higher grade levels equate words with meanings, not sounds, and thereby extend their knowledge of the printed word.

(Some reading specialists would extend Morris' findings to include not only non-native speakers of English, but native speakers as well.)

Wissot, Jay, "A Total Approach to the High School English-as-a-Second-Language Program," TESOL Quarterly 4: 361-365, 1970.

Instead of being isolated from the other academic areas, a high school ESL program should utilize the total resources of the school and synthesize its approach into the mainstream. ESL students can benefit from music and art classes where there is less dependency on the language. Likewise, a home economics class can provide useful lab experiences while increasing vocabulary. If a reading lab exists in the school, the more advanced ESL students can profit from practicing word recognition, building up of a sight vocabulary, and reading short paragraphs written by the students themselves. Later, under the direction of a reading teacher, the ESL students could work with controlled readers and tachistoscopes. Classes in history, math, and science are often the most difficult for ESL learners. A "total school approach" is needed here as administrators, teachers, counselors, and the students themselves all need to work together.

Literature Lessons in Advanced Classes

Anderson, Tommy R., On Teaching Arcellana's "The Mats", Educational Resources Information Center, Ed 016 647, Association of Manila Secondary Teachers of English, The Philippines, October, 1967, 14 pp.

Anderson found this short story especially effective with ESL students because it involved converting verbals into verbs, replacing pronouns with antecedents, and analyzing function words.

Following class discussion, written questions were assigned to disclose each student's learning.

(Other sources specifically discourage the use of literature for grammar instruction, instead they argue that literature should be read and enjoyed for its own sake.)

Arthur, Bradford, "Reading Literature and Learning a Second Language," Language Learning 18:199-210, n.d., no. 3 and 4.

If literature is going to be used in the ESL classroom, it must succeed as literature first; that is, it must provide a "literary experience" for the reader by totally involving the individual. The literature must entertain, not bore or confuse, the reader. The teacher can enhance the literary experience by trying to select suitable readings, providing non-verbal aids to readings (such as pictures, sound effects, and the like), and by presenting the literature in a warm atmosphere. A literary experience should not be followed by a test, nor should it simply be the basis for grammar and/or vocabulary study.

Bright, J. A., and McGregor, G. P., Teaching English as a Second Language: Theory and Techniques for the Secondary Stage, Longman Group Ltd., London, England, 283 pp.

The authors, Bright and McGregor, based their findings on their experiences in Africa, but they maintained that their material could be applied to any ESL situation.

They based their teacher-training program on the teaching of reading because their students already were fairly fluent in speaking and listening skills. Furthermore, the authors contended that "literature makes the mind work, re-create, at a level otherwise unattainable." Included throughout the text were sample readings and subsequent assignments.

(A study of their reading materials might make one question whether they could be used in all ESL situations, as it would seem that the non-native speaker would have to have some understanding of spoken English first.)

DeMelker, Rob, "Guiding Extensive Novel Reading Through Questions," in Selections from Modern English Teacher, pp. 63-67, edited by Helen Moorwood, Longman Group Ltd., London, England, n.d.

Teachers could help ESL students improve their reading by controlling the selection of novels, maintained DeMelker. Three considerations in novel selection are: the author (what urged him/her to write), the book (an "illusion-machine" to be set in motion by the reader), and the reader (what urges him/her to read on). The ESL students read their novels the first time extensively (without taking notes). Then they re-read them, more intensively this time, defining central episodes, ideas, and emotions. They wrote questions based upon their notes. They fostered both their enjoyment of the literature and their critical reading habits. Included was a sample of questions for The Catcher in the Rye.

(DeMelker's experiences as an English teacher come from his teaching in the Netherlands. His students were advanced.)

Gelpi, Elsa, The Enjoyment of Literature, Education Resources Information Center, Ed 032 515, a paper given at the third annual TESOL convention, Chicago, Ill., March, 1969, 12 pp.

Before ESL students can enjoy literature, they must be ready for it. Teachers should know the students' previous literary experiences. Provided that the students can read in their native languages and that they have some fluency in reading English, they can be introduced to literature with suitable themes and vocabulary loads. The readers' attitudes are important to success in reading. Teachers should avoid explaining every line and lecturing on the historical or social background. Teachers should watch for misinterpretations due to cultural differences and not assume skills or emotional maturity levels.

Pattison, Bruce, "The Literature Lesson," in Teaching English as a Second Language, pp. 288-293, edited by Harold B. Allen, McGraw-Hill Book Co., Inc., New York, N. Y., 1965.

Pattison discussed the use of literature as material for language learning. Whatever is offered to the students must be within their linguistic capacities and within their general experience. Choosing too difficult a reading will set up a strong distaste for all literature. A good reading aloud makes the best impression. A class discussion can follow, but this discussion is not to be a grammar or structure lesson. Once the teacher has established a reading habit within the pupils, varied literary materials should be supplied.

Povey, John, "The Teaching of Literature in Advanced ESL Classes," in Teaching English as a Second or Foreign Language, pp. 162-187, edited by Marianne Celce-Murcia and Lois McIntosh, Newbury House Publishers, Inc., Rowley, Mass., 1979.

Povey initially argued for the teaching of literature in the ESL classroom because the study of literature is valuable in and of itself; it should not be seen merely as a vehicle for teaching vocabulary, for example.

The teacher should select interesting material; modern American literature and drama are both good, according to the author. The language used in both are similar to conversational English.

After a discussion of rhyme and rhythm and a pre-teaching of vocabulary, poetry can be effective also. Sample lessons of a poem and a short story were included.

In the teaching of all forms of literature, be aware of reading difficulty level, of complexity of style, and of cultural associations which would hamper the students' enjoyment and comprehension.

Povey, John F., Literature in the English as a Second Language (ESL) Program, Problems of Language and Culture, Educational Resources Information Center, Ed 012 439, a paper presented at the ESL Section of the Annual meeting of the National Council of Teachers of English, Houston, Texas, April, 1967, 11 pp.

Teachers of English as a Second Language need to assign reading selections carefully so as to avoid comprehension problems which can result from the students' ignorance of the cultural background of the literature. In teaching a poem, Povey advocated a lexical explication first, followed by the presentation of the poem.

(While Povey's findings were based on his experiences with college-level foreign students in an English literature class, one could generalize his conclusions and concede that at other levels of the ESL curriculum the pre-teaching of vocabulary words seems a good idea.)

Schaefer, Klaus, "Reading Novels with Advanced Students," in Selections from Modern English Teacher, pp. 62-64, edited by Helen Moorwood, Longman Group Ltd., London, England, n.d.

Schaefer discussed the main drawback to reading a novel in an ESL class: the length of the work. He suggested assigning at least two chapters per assignment, avoiding the use of translated versions, and holding open class discussions of the material as it was read. Pupils were encouraged to interpret the mood or atmosphere of the story, the author's techniques of imagery and style, along with the more literal considerations of plot, character, and setting.

(Schaefer's experiences were based upon his teaching at a high school in West Germany. The students had a background in speaking, listening, and reading English before they arrived in Schaefer's classroom.)

Scott, Charles T., "Literature and the ESL Program," in Teaching English as a Second Language, pp. 292-301, edited by Harold B. Allen, McGraw-Hill Book Co., Inc., New York, N. Y., 1965.

Scott asserted that literature is one of the most obvious and most valuable means of attaining cultural insights. When used properly, literature selections should serve as the rewards of a language after a certain degree of proficiency has already been achieved. Literature should not be introduced as a skill-building exercise in the ESL classroom. The process of contrastive analysis should be used in the literature lessons; that is, the literary traditions of England or of America should be contrasted with the non-native student's own literary heritage.

(Scott's last conclusion, that of contrastive analysis would only seem to apply where the non-native speaker was already literate in his or her mother tongue.)

Tezer, Phyllis, The Culture Gap: Some Problems in Understanding English Literature, Educational Resources Information Center, Ed 037 453, 1969, 7 pp.

Iranian students misunderstood John Steinbeck's "How Mr. Hogan Robbed a Bank" and Ernest Hemingway's "Soldier's Home" because they were unfamiliar with basic American family relationships and tensions.

The author suggested the inclusion of a course in Western culture within the English curriculum to overcome such problems.

(This study occurred at the Iran Girls' College during an American literature class. One would have thought that these students would have had some fluency in reading and understanding English. By generalizing Tezer's findings, one could assume that other ESL readers who were ignorant of Western culture would have similar difficulties in reading comprehension when the material required an understanding of cultural mores.)

ASSESSING COMPETENCY IN READING ENGLISH AS A
SECOND LANGUAGE: EVALUATING READING COMPREHENSION
IN THE ENGLISH-AS-A-SECOND-LANGUAGE CLASSROOM

Carr, Donna H., "A Second Look at Teaching Reading and Composition," TESOL Quarterly 1:30-35, March, 1967.

To improve both reading and writing skills, ESL students must not only understand the main ideas of a reading selection, but they must also understand the organization of those ideas. Once a student understands the organization of an assignment, he or she may model compositions based upon those readings. Without such an understanding, ESL students may be able to construct unrelated, simple sentences, but they will not be able to compose paragraphs or longer compositions. The teaching of writing to ESL students should begin with the teaching of reading comprehension.

Coady, James, "A Psycholinguistic Model of the ESL Reader," in Reading in a Second Language: Hypotheses, Organization, and Practice, pp. 5-13, edited by Ronald Mackay, Bruce Barkman, and R. R. Jordan, Newbury House Publishers, Inc., Rowley, Mass., 1979.

Coady concluded that reading comprehension involved the interaction of the reader's conceptual abilities, his/her background knowledge of the subject being read, and what he/she does as he/she processes the text. As beginning readers became more proficient, they relied less on abilities such as making appropriate correspondences between sounds and letters, and more on abstract strategies involving the use of syntactic cues and contextual meanings. Fluent readers are able to combine their reading strategies, depending on the nature of the text. Some poorer ESL readers who lacked adequate processing strategies in their native language transferred this inability to their attempts at reading English.

Harrison, Colin, and Dolan, Terry, "Reading Comprehension--A Psychological Viewpoint," in Reading in a Second Language: Hypotheses, Organization, and Practice, pp. 13-24, edited by Ronald Mackay, Bruce Barkman, and R. R. Jordan, Newbury House Publishers, Inc., Rowley, Mass., 1979.

The authors observed that information gained from tests of reading comprehension is not always equivalent to reading comprehension itself. Improving comprehension called for giving the students immediate feedback through a reading laboratory approach and by giving small groups of students the task of completing cloze tests through discussion (in other words, fill in the blank exercises done as a group). They reported that positive results emerged when these techniques were used.

Knapp, Donald, "Developing Reading Comprehension Skills," in Readings on English as a Second Language for Teachers and Teacher Trainees, pp. 347-355, edited by Kenneth Croft, Winthrop Publishers, Inc., Cambridge, Mass., 1980.

The traditional reading assignment has four parts: selection of materials, introduction to the readings, the actual reading, and the questions following the reading. To improve reading comprehension, teachers should use a cloze test to determine the reading level, then individualize the assignments, and increase the difficulty of the readings as the individuals are ready for this.

Knapp recommended encouraging the students to guess at words they don't know. Do not expect total recall from the students. Realize that comprehension is based upon experience, and it will therefore vary according to the individual students' backgrounds.

Oller, John W., Jr., "Assessing Competence in ESL: Reading," in Papers on Language Testing 1967-1974, pp. 26-37, edited by Leslie Palmer and Bernard Spolsky, TESOL, Washington, D. C., 1975.

The act of reading is a form of visual information processing whereby the eye moves in a series of jerky movements. The processing of information takes place during the fixations or stops, not during the transitions or sweeps. Using Eye Movement Photography (EMP), Oller was able to compare native and non-native speakers as they read. The difference was not in the number of the fixations, but in the length or duration of the eye fixations. "Non-native speakers at the college level required about as much time for a fixation as an average native speaker at the third grade level." One way of assessing reading competence is through EMP. Oller also maintained that there is a high correlation between tests of listening, speaking, reading, and writing, so that individual test scores should be compared. (Although Oller's studies were conducted with college-aged ESL students, one could apply his theories to younger ESL students.)

Robinett, Betty Wallace, "Reading English as a Second Language," in Readings on English as a Second Language For Teachers and Teacher Trainees, pp. 355-367, edited by Kenneth Croft, Winthrop Publishers, Inc., Cambridge, Mass., 1980.

Robinett surveyed recent literature in the field of teaching reading to non-natives and concluded that the ESL readers must have some competence in these areas: meaning, visual clues to spelling, probabilities of occurrence, contextual-pragmatic knowledge, and syntactic and semantic abilities. A lack of competence in any one of these areas could hamper reading comprehension. She concluded that reading is a combination of the use of reasoning and language cues. It is a psycholinguistic process.

SUMMARY AND CONCLUSIONS

A substantial number of non-native speakers of English are living in America today. According to Burn, 30 million Americans speak a language other than English as their first language. These individuals differ vastly in their ages, ability levels, and cultural backgrounds. For some, just becoming accustomed to life in America and learning the necessary survival information (such as one's home address) are important priorities. Esel warned that today's non-native speakers may not be as advantaged as were the foreign-born college students who came to America in the 1940's and 1950's. The attitude of a school-aged non-native speaker's parents is a key to success at school, maintained Katcher. Newly-arrived immigrants from Indochinese refugee camps will need emotional support and acceptance by peers, as well as beginning language experiences, asserted Liff, Chamberlain, and Alley in their studies.

If the non-native speaker is not at all fluent in English, then the task of the English teacher is first to provide auditory-linguistic experiences. When working with a beginning reader who is fluent in his/her native tongue, begin reading practice in the student's first language, recommended Saville-Troike. The order of acquisition of selected language structures (such as plurals, possessives, articles, etc.) will differ for non-native speakers, found

Mace-Matluck, so semantic and grammatical complexity may not be good determiners of reading difficulty levels. Fries and Hall maintained (in two separate articles) that the beginning non-native reader should learn the alphabet and spellings of English words, while Kreidler contended that teaching reading by morphemes or by phonemes was useless with non-native readers. Instead, Kreidler concluded, the new readers should learn whole sentences first, by saying them aloud as a class. In this manner, the second language students could gain oral skills (intonation and stress) while developing their eye-sweep movements. Lewis and Thonis both outlined pre-reading or reading readiness activities for the non-native students. An effective teacher should select the proper activities for each individual student.

Adults who are learning to read English as a Second Language need early success, warned Craig. The teacher should individualize the program and not make it any more difficult than it already seems, he concluded. Ebel recommended reading whole phrases or sentences aloud with adult beginning readers. Rather than using basal readers, she favored the selection of materials which are related to the adults' interests and goals. As Mattran began working with adult readers he first separated them into literate and illiterate groups. The students who were illiterate needed intense audio-linguistic experiences, while the literate students began their pre-reading activities

immediately. Tragardh advocated bypassing the sound component of language with adult readers, thus eliminating problems with word-by-word reading. Zuck warned that many of the phonics rules are not helpful to beginning readers and should therefore be used cautiously, if at all.

Teachers of reading English as a Second Language have been able to help native readers with reading problems because these teachers understand how the spoken word differs from the printed word, Allen contended. With both native and non-native students she recommended reading the passage aloud while the students followed along in their books. Dixon agreed with Allen on the advisability of reading aloud, while Elliott recommended the use of a tape recorder for this same purpose. Haycraft cautioned teachers about confusing language aims with literary aims and suggested that the teacher review his/her goals and objectives before planning lessons in reading English as a Second Language. Hayden described a multisensory approach to beginning reading which used dialogs, scripts, tape recorders, and teaming of the students. Hodapp reported that beginning readers improved their vocabularies by watching an educational video program called Readalong.

Lado argued for the early inclusion of reading into the beginner's program. He pointed out that reading is like listening to English, except that it is silent. Levenson

detailed a Language Experience Approach whereby the non-native learners first expressed themselves through art, then told about their artwork (in their dominant language), while the teacher tape recorded or wrote down their words. The students' explanations were then edited, written down, and collected into a class book. Long also advocated the use of experiences in language as a way to improve reading. Norris discounted the teaching of literary appreciation as a goal in English as a Second Language reading. He stated that the primary goal of both native and non-native readers in information, not enjoyment. Paulston and Bruder stressed the importance of selecting appropriate reading materials, and they recommended using the cloze test to determine the readability levels of passages. They also advocated training the students in the SQ3R technique. Rivers and Temperley, in much the same way as Paulston and Bruder, highlighted the significance of selection.

In working with the advanced reader of English as a Second Language, Gaskill suggested establishing a reading program while Gorman maintained that a key to improving reading skills is flexibility in reading rate. Morris found that advanced students still could benefit from reading instruction, and Wissot made the case for a total school approach to teaching English as a Second Language. Arthur, Pattison, and Povey (in separate articles) argued for the teaching of literature in advanced classes but warned

against using literature as a grammar lesson. DeMelker and Schaefer offered ways of teaching the novel to advanced students. Many of the authors who recommended the use of literature reminded teachers to select their materials carefully because often the non-native reader will not have the same cultural background as did the author. Literature can present cultural values and be helpful to the students' understanding of American life (just as long as it isn't so culturally different that it confuses the readers).

In evaluating competency in reading, one important aspect of understanding is that the students need to comprehend the organization of the ideas, not just the ideas alone, asserted Carr. Coady presented a psycholinguistic model of the ESL reader and concluded that some poorer readers who lacked adequate processing strategies in their native language transferred this inability to their first attempts at reading English. Harrison and Dolan observed that tests of reading comprehension are not as reliable as the cloze test done in a small group setting. Knapp likewise recommended using the cloze test as a determiner of reading level. He suggested individualizing reading assignments to improve comprehension. Oller used Eye Movement Photography (EMP) to compare native and non-native readers. He found that the difference was not in the number of fixations, but in the duration of those fixations. Non-native readers' eyes paused for longer periods of time, he concluded. Robinett characterized the reading process as a

combination of reasoning and language cues. Non-native readers need to have some competency in word meaning, visual clues to spelling, probabilities of occurrence, contextual-pragmatic knowledge, and syntactic and semantic abilities. A lack of competence in any one of these areas could hamper reading effectiveness, she concluded.

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APPENDIX A

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6. Dixon, Robert J., Easy Reading Selections in English, rev. ed., Regents, 1971.
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10. Neustadt, Bertha C., Speaking of the USA: A Reader for Discussion, Harper and Row, 1975.
11. Reading . . . Plus: Level A., Addison-Wesley, 1976.

APPENDIX B

Eight Publishing Houses Which Feature Materials
In the Teaching of English
As A Second Language

1. The Center for Applied Linguistics Publications,
1611 N. Kent St., Arlington, VA 22209.
2. Collier Macmillan International, 866 Third Avenue,
New York, NY 10022.
3. The Institute of Modern Languages, Inc., 2622 Pittman
Drive, P. O. Box 1087, Silver Spring, MD 20910.
4. Longman Inc., 19 West 44th Street, New York, NY 10036.
5. Newbury House Publishers, Inc., Rowley, MA 01969.
6. Oxford University Press, 200 Madison Avenue, New York,
NY 10016.
7. Prentice-Hall, Inc., Englewood Cliffs, NJ 07632.
8. The University of Michigan Press, P. O. Box 1104,
Ann Arbor, Michigan 48106.